**Accompany A Student**

For my assignment I chose to accompany a student named CJ, a junior at Tigard High School. During my observation I got to accompany him before school, to Spanish 2, Choir, Science, lunch, and Theater 1. CJ and his friends had no problem acting completely normal around me, in fact that acted like I was not different from them at all—in fact a lot of his friends just thought I was a new student! It was great to follow CJ because even though he is a middle class, white male he has friends all over the school and there do not appear to be any strong implications that surround him.

Before school, CJ and his friends were talking about all sorts of drama—they did not limit their conversation because of me. They were talking about how school sucked, who was dating who, and parties on the weekend. It was really interesting because the kids would sit in the hall and talk really loudly about people and teachers; however, the student I was following did not seem to actually share the same thoughts as his friends did, but he was unable to stand up for his feelings.

During Spanish class the teacher did a very good job. She kept the kids very engaged, and when I asked CJ about his teacher, he said that he thought she was awesome. He felt like he was always learning something valuable from her, and that she was always very even with her emotions and expectations. In this class no student was invisible, and CJ felt the same way. I noticed that he worked very hard to do well in this class because she was good about rotating activities so the students did not lose focus.

Throughout choir and theater, I had very similar observations. The pace of the class exciting enough that the students were enjoying learning. CJ especially was engaged in Choir and Theater because these subjects are his passion. The science class was a different story. In class that day they were doing a lab on different kinds of rocks. The students were to split up into six different groups and rotate between different stations and complete some tests. There were a few problems with this activity. There were almost 40 kids in a class that was maybe built for 30, and then the students got to pick their groups. This was not a good thing for CJ and his friends. Although CJ was good at doing the assignment (even though he did not see the point) his friends were just not paying attention and just copying his answers! Half of the students in the class were not engaged at all. The other problem with this class is the teacher seemed unorganized and the energy in the room was very stressful. His speaking voice is very loud, and many times his tone sounded like he was yelling! The students HATED it. They would make fun of him behind his back, and they had very little respect for the subject.

During lunch I was exposed to all sorts of teenage behavior. The kids were calling other kids names, being racist, and talking about alcohol and drugs. Some of the things they were saying were really, really terrible and I cannot repeat them. I am not certain how much of it was true, or if they were all just trying to be cool for their friends, but they were talking about how they got drunk on the weekend, and even what they were drinking!

CJ is a great kid that has bad friends. Early in high school CJ had a lot of problems. Socially and academically—it was so bad that he had tried to commit suicide (I noticed the marks on his wrists and then my cooperating teacher confirmed). Since that time in his life he has made a lot of changes. He now can be responsible for his schoolwork and he expresses his emotions through his passions; however, he still cannot get away from his friends that are a negative influence. It is interesting to see how kids can get stuck with a group! Throughout the day I noticed that CJ has almost all of the external developmental assets, and many of the internal assets. He has excellent support at home and participates in many activities. I do believe that the internal assets are something that he is new to him because he isn’t always comfortable in his newly matured “skin” I also believe that if Tigard high School was not so large CJ would not have had the problems that he had in his freshman and sophomore years. He is a student that could have definitely benefited from a small learning community. He thrives in areas where he knows people and can be a little bit social, so in a more intimate environment he would not have had the opportunity to get into trouble.

Overall, this assignment was really pretty fun, and it allowed me to see a small little cross-section of the school! Plus, I got to know one of my students a little better!